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# *Report on Consultations:*

## *Alberta Social Studies*

### *Kindergarten to Grade 9 Program of Studies*

#### *Consultation Draft*

January 2003





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## SECTION A: EXECUTIVE SUMMARY

Consultation is an integral component of curriculum development. In 1999, consultations for the new program of studies in social studies began and continued in August 2002 with the release of the Consultation Draft of the Alberta Social Studies Kindergarten to Grade 9 Program of Studies (referred to as the Consultation Draft).

Alberta Learning's Social Studies Project Team conducted extensive consultations throughout the province in the fall of 2002. The consultation process gathered both quantitative and qualitative data. A response form, designed to collect recommendations to the document, followed the guidelines established by the Social Studies Project Team. The Consultation Draft and Response Form, placed on the Alberta Learning Web site in both English and French, generated 642 responses, representing over 900 individuals. Individuals and groups were invited to e-mail, fax or mail responses and recommendations. In addition to these responses, written submissions were received from other interested stakeholders.

Data was also collected during a series of consultation forums, sessions and community consultations held throughout the province and attended by over 500 individuals. Forums, sessions and community consultations were held in both English and French, and in Aboriginal communities throughout the province. Data collected from all of the consultations were reviewed and compiled in the *Report on Consultations: Alberta Social Studies K–9 Program of Studies Consultation Draft*. This process considered both the percentages from the questionnaires, and written comments from the questionnaires, consultations and written submissions. Support and suggestions were assessed based on regional and community representation and on indications of provincial agreement. A summary of the findings is provided below.

### **Strong support was expressed for the following components of the Consultation Draft:**

- outcomes and skills-based program of studies with a focus on issues
- section on the Vision and Definition
- core concepts outlined in the Citizenship and Identity section, with strong support for active citizenship
- use of strands of social studies
- story-telling approach to the teaching of Canadian history
- emphasis on the skills of critical thinking and metacognition.

## Comments and suggestions were expressed in the following key areas of the Consultation Draft:

- **Presentation of Aboriginal Perspectives, Francophone Perspectives and Multiple Perspectives**  
Respondents supported the inclusion of Aboriginal perspectives, Francophone perspectives and multiple perspectives, but indicated that the wording and organizational structure used to incorporate these perspectives in the Vision section and the balance of pages 1 to 14 (referred to as the Front Matter), and in some of the general and specific outcomes, lacked a sense of recognition of multiple perspectives.
- **Multiple Perspectives Approach—Culture**  
Respondents indicated that the wording in the Front Matter and in some of the general and specific outcomes was not reinforcing a multiple perspectives approach to social studies. They stated that the language being used demonstrated an overemphasis on cultural concepts to the detriment of other social studies disciplines, such as economics and politics.
- **Multiculturalism and Pluralism**  
Respondents requested clarification regarding the use of the terms multiculturalism and pluralism.
- **Language**  
Respondents indicated a need for the use of plain language throughout the document.
- **Quantity of Specific Outcomes**  
Respondents indicated that there is too great a quantity of specific outcomes. This factor, combined with the needs of a multiple perspectives approach, may present the potential for high content expectations for students and restriction of opportunities to examine topics in depth.
- **Developmental Appropriateness and Recognition of Differentiated Needs in Specific Outcomes**  
Respondents indicated that some of the skills and specific outcomes may be incongruent with the cognitive and developmental abilities of the learners. Respondents also indicated that the choices of adverbs and verbs in specific outcomes required revision to increase clarity and the potential for measurability.
- **Scope and Sequence**  
Respondents demonstrated approval of the core concepts and strands, but felt that a chart in the Front Matter, indicating a more specific Scope and Sequence, could help to illustrate the development of skills, the acquisition of essential learnings and the continuity of topics among the grades.



- **Measurability of Specific Outcomes**  
 Respondents indicated the potential for concern regarding the measurability of specific outcomes, especially during the years of social studies provincial achievement tests (grades 6 and 9) or diploma examinations (Grade 12). This concern also raised questions regarding choosing global communities at the grades 3 and 6 levels. Francophone respondents felt that a look at a global Francophone community would be essential in both grades 3 and 6 in order to increase understanding of global Francophone realities.
  
- **Identity**  
 Respondents strongly supported the core concept of Identity and wanted it to receive the same recognition as Citizenship in the Front Matter and in the specific outcomes. This was strongly reinforced by comments from Francophone respondents, with special emphasis on the importance of identity at the K–9 level to support students in minority contexts and to build pride, self-esteem, belonging and citizenship for all students. Francophone respondents were also very supportive of the inclusion of outcomes relating to Francophone realities, indicating that these outcomes could help to foster understanding of their perspectives in Canada. Aboriginal respondents strongly reinforced the importance of the concept of Identity and its role in students’ lives. As well, Aboriginal respondents were very supportive of the inclusion of outcomes relating to Aboriginal realities, indicating that this inclusion would contribute to greater understanding of First Nations, Métis and Inuit identities in Canada.
  
- **Current Affairs and Issues-focused Approach**  
 Respondents indicated a need for more guidance regarding the integration of current affairs and controversial issues with grade level content.
  
- **Dimensions of Thinking—Historical Thinking**  
 Respondents greatly valued the focus on critical thinking, but also felt that a social studies program needed to clarify the connection between critical thinking and the study of history by describing the process of historical thinking.
  
- **Canadian Versus Global Content**  
 Respondents indicated a need for more global focus in the general and specific outcomes.
  
- **Specific Grades**  
 Respondents indicated that some grades required more revision than others. In addition to the above comments regarding outcomes and use of language, in particular, respondents felt that:
  - skills and specific outcomes needed to be more concrete at the K–3 level
  - the sequence in the current program that focuses on Alberta in Grade 4 and Canada in Grade 5 is preferred by grades 4 and 5 teachers to the sequencing offered in the draft program of studies
  - global citizenship outcomes in Grade 6 needed to reflect the realities and cognitive abilities of students at that grade level better
  - Grade 7 contained too many knowledge-based outcomes

- Grade 8 general outcomes relating to worldviews needed to be linked to the Canadian context
- Grade 9 was problematic in content and structure, and required elaboration of learning related to the United States and the strand of Economics and Resources.

**Comments and suggestions were also received relating to assessment and the future implementation of the new curriculum. These comments and suggestions will be reviewed and considered as part of the ongoing work towards the introduction of the new curriculum beginning in 2005. A summary of these items is listed below:**

- resources for implementation of the program of studies
- purchasing of new resources
- professional development for teachers
- information and communication technology program of studies as it relates to social studies
- alignment of new social studies program of studies with provincial achievement tests and diploma examinations.

## SECTION B: BACKGROUND—DESCRIPTION OF THE CONSULTATION PROCESS (2002)

Consultation is an integral component of the curriculum development cycle in Alberta. Alberta Learning's consultation process on the August 2002 Consultation Draft of the Alberta Social Studies Kindergarten to Grade 9 Program of Studies included consultation forums, reaching over 500 individuals; 642 online responses, representing over 900 individuals; and written submissions from other interested stakeholders.

### 1. Consultation Forums

Consultation forums were scheduled throughout Alberta from September 23 to November 15, 2002. The following organizations/groups were provided with a copy of the document and invited to send representatives:

- School jurisdictions (invited to send teachers, school council representatives and administrators or curriculum consultants) and principals of private schools, charter schools and federal schools
- Stakeholder organizations, over 25 in total, for example, the Alberta School Boards Association (ASBA) and the Alberta Teachers' Association (ATA)
- Aboriginal organizations and communities
- Post-secondary institutions
- Social Studies K–12 Advisory Committee members (This committee has membership representing stakeholder organizations, including Aboriginal representatives from the Métis Nation of Alberta Association; Native Student Services, University of Alberta; the Peigan Board of Education; the Métis Settlements General Council; and the First Nations, Adult and Higher Education Consortium; as well as Francophone representatives from l'Association provinciale des directions générales des conseils scolaires francophones; l'Association canadienne-française de l'Alberta (ACFA); le Secrétariat francophone de l'Alberta; and la Fédération des parents francophones de l'Alberta.)
- Individuals who expressed an interest in the development of the social studies curriculum.

The following full-day forums were held throughout Alberta:

<b>Consultation</b>	<b>Date</b>
Grande Prairie	September 24, 2002
Fort McMurray	September 26, 2002
Lethbridge	October 1, 2002
Edmonton	October 3, 2002
Edmonton	October 4, 2002
Red Deer	October 7, 2002
Calgary	October 8, 2002
Calgary	October 9, 2002

Alberta Learning was invited by the following organizations to attend additional forums, which were added to the consultation schedule:

<b>Consultation</b>	<b>Date</b>
Consulate-General of Japan	September 27, 2002
Edmonton Catholic Separate School District No. 7	September 30, 2002
University of Alberta—Faculty of Education Students	October 11, 2002
Alberta Teachers' Association (ATA) Social Studies Conference	October 16–18, 2002
Medicine Hat School District No. 76	October 23, 2002
Edmonton Catholic Separate School District No. 7	October 31, 2002
Elk Island Catholic Separate Regional Division No. 41	November 1, 2002
Alberta Home and School Councils' Association	November 2, 2002
Rocky View School Division No. 41	November 5, 2002
St. Albert Protestant Separate School District No. 6—French Immersion	November 7, 2002
Edmonton School District No. 7	November 13, 2002

In order to receive focused data from stakeholders, the following forums were added to the consultation schedule:

<b>Consultation</b>	<b>Date</b>
Alberta Learning—Curriculum Branch (other subject area specialists)	September 9, 2002
Alberta Learning—Interbranch Committee (includes Learner Assessment Branch, Learning and Teaching Resources Branch and Learning Technologies Branch)	September 10, 2002 and October 29, 2002
Social Studies K–12 Advisory Committee	September 12, 2002
Post-secondary Historians	September 25, 2002
Alberta Teachers' Association (ATA) Curriculum Circle (organized by the ATA)	October 9, 2002
Information and Communication Technology (ICT) Committee (validation of ICT outcomes in the program of studies)	October 10, 2002
Safe and Caring Schools Program Manager	October 23, 2002
Historica (organized by Historica)	October 24–28, 2002

Comments, key points and recommendations from the consultation forums are contained in Section C of this report.

## 2. Aboriginal Community Consultations

The Aboriginal consultations collected both quantitative and qualitative data from the Aboriginal communities listed in the community consultation charts on the following page. The purpose of this process was to provide First Nations, Métis and Inuit stakeholders with the opportunity to participate in the revision process of the program of studies.

Invitations were mailed to all First Nations authorities, Métis Regional Zones and Métis Settlements General Council education authorities, and to all jurisdictions involved with the First Nations, Métis and Inuit programs. As a result, 50 respondents—teachers, directors, superintendents, trustees, community representatives, local museum representatives, Elders, curriculum specialists and post-secondary representatives—attended and provided feedback.

The following community consultations were held at various locations throughout Alberta:

Consultation	Site	Date
High Level	Four Chiefs Complex	September 23, 2002
Fort Chipewyan	Municipal Contact Office	September 27, 2002
Cardston	Red Crow Community College	October 2, 2002
Edmonton	Yellowhead Tribal Council	October 4, 2002
Hobbema	Nipisihkopahk Education Authority	October 7, 2002
Calgary	Tsuu T'ina Boardroom	October 9, 2002
St. Paul	Tribal Chiefs Ventures Inc.	October 15, 2002
Lac La Biche	Lac La Biche Métis Local Zone 1	October 16, 2002
High Prairie	Sucker Creek First Nation	October 17, 2002

In response to professional development invitations, the following community consultations were added to the consultation schedule:

Consultation	Site	Date
Calling Lake	Calling Lake School, K-12	October 11, 2002
Hobbema	Nipisihkopahk Education Authority	November 1, 2002
Lac La Biche	Northern Lights School Division No. 69	November 7, 2002

It was an objective of the community consultations to actively promote and encourage responses from Aboriginal communities.

These community consultations focused on four key areas:

- inclusion of the Aboriginal perspectives in the Consultation Draft
- clarity and ability of the Front Matter to provide understanding of the philosophy and structure of the program
- reflection of the core concepts of Citizenship and Identity within the general and specific outcomes
- appropriateness of the specific outcomes for values and attitudes, knowledge and understanding, and skills and processes for students, Kindergarten to Grade 9.

Comments, key points and recommendations from the community consultations are contained in Section C of this report.

### 3. Francophone Consultation Sessions

The Francophone version of the Consultation Draft, as well as a French translation of the Response Form, were available on the Alberta Learning Web site. Copies of the documents were also sent to the superintendents of all five Francophone school authorities in the province.

Specific consultation sessions were held with each of Alberta’s five Francophone school authorities. The input of key Francophone community representatives and organizations was also collected through sessions co-hosted by the Fédération des parents francophones de l’Alberta and the Provincial Heritage Committee of the Association canadienne-française de l’Alberta. Consultation sessions were also held with students enrolled in the teacher preparation programs of both the Faculté Saint-Jean and the French sector of the Faculty of Education at the University of Calgary.

Alberta Learning’s French Immersion partners and stakeholders were invited to attend the full-day forums held in English, but were also provided with the opportunity to request local forums. Two French Immersion consultation sessions were held—one in conjunction with the ATA Réseau des études sociales provinciales, another organized by the St. Albert Protestant Separate School District No. 6.

The following community consultations were held at various locations throughout Alberta:

<b>Consultation</b>	<b>Date</b>
Autorité régionale francophone du Nord-Ouest N° 1	October 9, 2002
Autorité régionale francophone catholique du Sud N° 4	October 10, 2002
Autorité régionale francophone publique du Sud N° 4	October 10, 2002
Francophone education students (Faculté Saint-Jean, University of Alberta)	October 15–16, 2002
École de la Rose sauvage	October 25, 2002
Fédération des parents francophones de l’Alberta	October 26, 2002
Autorité régionale francophone du Centre-Est N° 3	October 28, 2002
Autorité régionale francophone du Centre-Nord N° 2	October 30, 2002
Francophone education students (Faculty of Education, University of Calgary)	November 5, 2002
Association canadienne-française de l’Alberta (ACFA) Provinciale	November 9, 2002
Association multiculturelle francophone de l’Alberta (AMFA) Provinciale	November 9, 2002

The consultation sessions were held to provide Francophone partners and stakeholders with an opportunity to ensure that the Consultation Draft meets the needs of Francophone students in particular settings.

The community consultations focused on five key areas:

- reflection of Francophone perspectives in the Consultation Draft
- ability of the Consultation Draft to foster Francophone identity for students enrolled in Francophone schools
- clarity and ability of the Front Matter to provide understanding of the philosophy and structure of the program
- reflection of the core concepts of Citizenship and Identity within the general and specific outcomes

- appropriateness of the specific outcomes for values and attitudes, knowledge and understanding, and skills and processes for students, Kindergarten to Grade 9.

Comments, key points and action items from the Francophone consultation sessions are contained in Section C of this report.

#### **4. Online Responses**

From September 2 until November 15, 2002, the Consultation Draft and an electronic Response Form were available on the Alberta Learning Web site. An interactive response form was available in both English and French. In total, 642 response forms were completed, representing over 900 individuals. A summary of the online responses is contained within the subsection Response Form—Summary of Responses from Questionnaires in Section C of this report.

#### **5. Faxed Responses**

A copy of the Consultation Draft and a Response Form were mailed to all school superintendents and principals in Alberta on August 28, 2002, with an invitation to share this information with teachers. Faxed response forms and those completed at consultation forums were entered into the online database. A summary of faxed responses is contained within the subsection Response Form—Summary of Responses from Questionnaires in Section C of this report.

#### **6. Written Submissions**

In addition to the above responses, over 15 written submissions from interested stakeholders and two branches of Alberta Learning were received. These submissions provided depth and perspective to Alberta's response to the Consultation Draft. A summary of the written submissions is contained in Section C of this report.



## SECTION C: SUMMARY OF RESPONSES AND ACTION ITEMS

### 1. Response Form—Summary of Responses from Questionnaires

Data from 642 response forms, representing over 900 individuals, were collected and categorized. Online responses, faxed responses and responses from individuals who had attended general, response-to-invitation and focused consultation forums were included in this data to provide consistency to the report. A summary of the data is included in this section.

Data from response forms from Aboriginal community representatives were analyzed independently. Representative comments from Aboriginal data and areas of significant differences from the overall data regarding recommended action items are highlighted.

Data from response forms from Francophone respondents were also analyzed independently. Representative comments from Francophone data and areas of significant differences from the overall data regarding recommended action items are highlighted.

An analysis of specific Aboriginal and specific Francophone areas of support and concern from consultation forums can be found in Summary of Consultation Forums in this section of the report.

#### a. Section B of Response Form—Front Matter Overview

The intent of this section was to provide the respondent with an understanding of the philosophy and structure of the program of studies.

##### Question B1

Overall, do these sections as a group serve their intended purpose?

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
5%	8%	11%	65%	11%

Most respondents (76%) indicated that they agreed (65%) or strongly agreed (11%) that the section served its intended purpose.

## Question B2

In subsections a) to g), please indicate whether there is a clear explanation to provide you with an understanding of the philosophy and structure of the program.

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
a) Vision	3%	7%	13%	62%	15%
b) Definition	2%	3%	11%	60%	23%
c) Approaches to Learning	3%	7%	17%	61%	13%
d) Multiple Perspectives Approach	6%	9%	18%	54%	16%
e) Recognizing Canada's Peoples	6%	14%	17%	45%	18%
f) Issues-focused Approach	6%	7%	17%	51%	17%
g) Organization of the Program of Studies					
g.1 Core Concepts of Citizenship and Identity	3%	9%	18%	52%	18%
g.2 Strands of Social Studies	4%	9%	16%	55%	16%
g.3 General and Specific Outcomes	6%	10%	17%	51%	16%
<b>Mean for Each Category</b>	<b>3.6%</b>	<b>7.5%</b>	<b>16.0%</b>	<b>54.6%</b>	<b>16.9%</b>

Most respondents (71.5%) indicated that they agreed (54.6%) or strongly agreed (16.9%) with the ability of the Front Matter to provide an understanding of the philosophy and structure of the program.

### **Representative written comments from the submissions are as follows:**

*I had a hard time working my way through the vocabulary, however, once I did, I found it was very informative. Maybe a once over for making it more reader friendly with "plain language" for the teacher who is not a social studies specialist.*

*I am not sure that pluralism is an appropriate term. I feel that multiculturalism is positive and self-explanatory. It is important that all cultures are recognized as important contributors to our society.*

*I feel that the section on Multiple Perspectives is vague. The Vision section and Recognizing Canada's Peoples section refer to Aboriginal and Francophone people, but the Multiple Perspectives Approach section leads to the inclusion of other cultures. I feel they contradict each other. Respect for diverse heritage is stated in this text, yet only three heritages are mentioned.*

*Bonne idée de parler de la diversité et des 3 peuples fondateurs du Canada.*

*Good emphasis on local, national and global communities.*

*By studying many perspectives, students will learn to be proud of who they are.*

*There should be an inclusion focus of Aboriginal languages and their cultural significance.*

**In this section, comments and suggestions and proposed actions to be taken are as follows:**

- **Language and Sentence Structure**

Respondents found that the Front Matter was too long and contained language that lacked clarity.

**Action:** When making revisions to the program of studies, review content, language and sentence structure in the Front Matter to merge or remove repetitive elements, improve clarity and strengthen use of plain language.

- **Presentation of Aboriginal Perspectives, Francophone Perspectives and Multiple Perspectives**

Respondents supported the inclusion of Aboriginal perspectives, Francophone perspectives and multiple perspectives but indicated that the wording and organizational structure used to incorporate these perspectives in the Vision section and the balance of the Front Matter, and in some of the general and specific outcomes, lacked a sense of recognition for multiple perspectives.

**Action:** When making revisions to the program of studies, review wording and structure in the Vision section and the balance of the Front Matter, and in the outcomes in order to reflect recognition of Aboriginal perspectives, Francophone perspectives and multiple perspectives.

- **Multiculturalism Versus Pluralism**

Respondents wanted to ensure that multiculturalism was being included in the program and that the use of the word pluralism was not undermining the importance of multiple perspectives.

**Action:** When making revisions to the program of studies, include a Rationale in the Front Matter to help define pluralism and address the concerns surrounding multiculturalism and pluralism.

- **Scope and Sequence**

Respondents found that there was a need for a more defined Scope and Sequence chart to illustrate the development of skills, the acquisition of essential learnings and the continuity of topics among the grades.

**Action:** When making revisions to the program of studies, revise the Scope and Sequence chart for the grades in the Front Matter and add benchmark outcomes for core concepts, strands, and skills and processes.

- **Identity**

Respondents strongly supported the core concept of Identity and wanted it to receive recognition comparable to that of Citizenship in the Front Matter.

**Action:** When making revisions to the program of studies, review the wording of the Identity section in the Front Matter to better convey the importance of this core concept.

## b. Section C of Response Form—Grade Specific Responses

Respondents were asked to respond to one grade level only. Responses are categorized grade by grade.

### Question C2

The general outcomes and specific outcomes reflect and make meaning of the core concepts of Citizenship and Identity.

Grade	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<b>K</b>	11%	5%	5%	53%	26%
<b>1</b>	12%	12%	15%	49%	12%
<b>2</b>	10%	21%	25%	33%	10%
<b>3</b>	13%	15%	20%	51%	2%
<b>4</b>	0%	7%	25%	60%	9%
<b>5</b>	6%	2%	25%	49%	19%
<b>6</b>	5%	12%	10%	56%	16%
<b>7</b>	4%	11%	15%	48%	22%
<b>8</b>	8%	8%	23%	54%	8%
<b>9</b>	4%	11%	21%	48%	16%
<b>Mean</b>	<b>7.2%</b>	<b>10.4%</b>	<b>18.3%</b>	<b>50.1%</b>	<b>14.1%</b>

Most respondents (64.2%) indicated that they agreed (50.1%) or strongly agreed (14.1%) that the outcomes reflect and make meaning of the core concepts of Citizenship and Identity. There appears to be some divergence from this agreement among Grade 2 respondents, who were relatively equal in their agreement (43%) and their disagreement (31%).

## Representative written comments from the submissions are as follows:

*Citizenship is clear. Identity around the world—unclear.*

*We don't see enough on responsibilities of citizens. There is too much emphasis on our rights.*

*Grade 3 studies of communities suggestion: French Immersion would like a French-speaking country, e.g., France or Belgium would be good because they share many commonalities and have interesting differences.*

*Identity and citizenship; this strengthens our individual identity.*

*Identity is acknowledged; creates a sense of belonging for students.*

**In this section, comments and suggestions and proposed actions to be taken are as follows:**

- **Identity**

Respondents strongly supported the core concept of Identity and wanted it to receive recognition comparable to that of Citizenship in the general outcomes and specific outcomes throughout the grades, in particular at the Kindergarten to Grade 3 levels.

**Action:** When making revisions to the program of studies, ensure that outcomes related to individual and collective Identity appear, where appropriate, at each grade level.

### Question C3

The general outcomes for each grade are clear and explain what students are expected to know and be able to do at the end of the grade.

Grade	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
K	5%	0%	30%	40%	25%
1	14%	21%	17%	33%	14%
2	15%	21%	23%	34%	6%
3	11%	23%	20%	45%	2%
4	2%	9%	33%	50%	7%
5	8%	13%	12%	42%	25%
6	14%	18%	14%	47%	8%
7	7%	10%	10%	55%	17%
8	12%	23%	4%	54%	8%
9	2%	5%	18%	58%	16%
Mean	8.8%	14.5%	18.0%	45.8%	12.9%

A percentage of the respondents (58.7%) indicated that they agreed (45.8%) or strongly agreed (12.9%) that the general outcomes for each grade are clear. There appears to be less clarity at the K–3 levels and greater clarity at the 7–9 levels.

**Representative written comments from the submissions are as follows:**

*Too much information to teach in the allotted time per week.*

*“Appreciation” of others will be a challenge for students (who have not been introduced to the variety of Canadian citizens) within the time frame outlined.*

*I like the general and core learning strands. They seem very appropriate and interesting, especially quality of life around the world.*

*Les objectifs sont clairs, cependant ils ne sont pas au niveau des élèves.*

*Il y a trop d'objectifs et parfois ces objectifs sont vagues.*

*Je trouve que la façon d'expliquer les résultats d'apprentissage et les critères est très bien pour les enseignants – c'est très clair. Sauf que j'ai de la misère à voir comment plusieurs critères peuvent être réalisés en 2<sup>e</sup> année.*

*Although topic is human and physical geography with archaeology as the main focus as to origin of the people, there is a danger that teachers and students will be left with the impression that this is the only explanation as to First Nations origins.*

*History knowledge provides realistic contemporary peoples.*

*Huge strides forward in incorporating Aboriginal content/perspective.*

*Awareness of community people needed to learn about history.*

**In this section, comments and suggestions and proposed actions to be taken are as follows:**

- **Language and Focus**

Respondents stated that the general outcomes needed to provide a clearer focus for each grade level. There was some uncertainty expressed as to the intent of each general outcome, the classroom time needed for each general outcome, and the parameters for teaching general outcomes independently or together, and in or out of the sequence of their appearance in the Consultation Draft.

**Action:** When making revisions to the program of studies, improve clarity of general outcomes by making use of plain language and a more user-friendly format.

- **Scope and Sequence**

Respondents indicated that it would be beneficial to include a more specific scope and sequence chart or information piece in the Front Matter that demonstrated the development of skills, the acquisition of essential learnings, and links and topic progression of general outcomes among the grades. Respondents also stated a need to strengthen and clarify the links and topic progression of general outcomes among the grades, especially at the K–3 levels. The need to more clearly address split grades at the K–3 levels formed part of this concern. Respondents communicated that a stronger Scope and Sequence could help them to understand better the expectations of the general outcomes, which would help them to teach individual or combined grades. **Action:** When making revisions to the program of studies, include more details in the Scope and Sequence chart in the Front Matter, and include benchmark outcomes for the core concepts, strands, and skills and processes.

#### Question C4

The specific outcomes are clear and explain what students are expected to know and be able to do upon completion of the outcome.

Grade	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<b>K</b>	0%	10%	30%	35%	25%
<b>1</b>	18%	20%	15%	35%	13%
<b>2</b>	13%	31%	23%	29%	4%
<b>3</b>	11%	21%	25%	39%	4%
<b>4</b>	2%	19%	26%	47%	6%
<b>5</b>	6%	16%	20%	41%	18%
<b>6</b>	15%	18%	19%	42%	5%
<b>7</b>	17%	7%	14%	34%	28%
<b>8</b>	8%	23%	23%	35%	12%
<b>9</b>	2%	11%	16%	48%	23%
<b>Mean</b>	<b>9.0%</b>	<b>7.6%</b>	<b>21.1%</b>	<b>38.7%</b>	<b>13.6%</b>

A percentage of the respondents (52.3%) indicated that they agreed (38.7%) or strongly agreed (13.6%) that the specific outcomes are clear. However, 16.6% of the respondents disagreed (7.6%) or strongly disagreed (9%) with this statement. There appears to be less clarity at the K–3 levels and greater clarity at the 7–9 levels.

**Representative written comments from the submissions are as follows:**

*Too general in certain areas and too much to do.*

*Need to be much more specific.*

*Il y a trop d'objectifs et parfois ces objectifs sont vagues. Vocabulaire?*

*Je crois que les critères d'évaluation sont écrits d'une façon assez générale pour que, en tant qu'enseignante future, je pourrai varier mes stratégies d'enseignement pour répondre aux besoins divers des élèves.*

*We must implement historic perspectives of Aboriginal culture.*

*2.1.1 recognizes that Aboriginal peoples were the original inhabitants of North America.*

**In this section, comments and suggestions and proposed actions to be taken are as follows:**

- **Language and Clarity**

Respondents indicated that there was a need for clearer, more focused language in the specific outcomes, especially in the use of verbs at the beginning of each outcome. Respondents also stated that adding specific illustrative examples or changing the structure of the outcomes could clarify the intent of the specific outcomes.

**Action:** When making revisions to the program of studies, use clearer and more measurable language in the specific outcomes, and ensure illustrative examples are included in the Guide to Implementation.

- **Scope and Sequence**

Respondents communicated that the specific outcomes could use a more logical progression within each grade and a clearer indication of the development of skills and the acquisition of essential learnings among the grades.

**Action:** When making revisions to the program of studies, review progression of general and specific outcomes and skills and processes within and among the grades, and include a Scope and Sequence chart in the Front Matter together with benchmark outcomes.

### **Question C5**

The quantity of work implied by the specific outcomes is appropriate for the grade and the learner.

<b>Grade</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b>K</b>	5%	15%	15%	35%	30%
<b>1</b>	33%	31%	7%	21%	7%
<b>2</b>	38%	32%	22%	6%	2%
<b>3</b>	39%	32%	13%	14%	2%
<b>4</b>	34%	27%	20%	16%	4%
<b>5</b>	26%	30%	17%	21%	6%
<b>6</b>	29%	25%	15%	24%	7%
<b>7</b>	14%	41%	10%	14%	21%
<b>8</b>	24%	20%	24%	24%	8%
<b>9</b>	9%	27%	25%	25%	14%
<b>Mean</b>	<b>25.2%</b>	<b>28.0%</b>	<b>16.8%</b>	<b>20.0%</b>	<b>10.0%</b>



A high percentage of the respondents (53.2%) disagreed (28%) or strongly disagreed (25.2%) that the quantity of work implied by the specific outcomes was appropriate, particularly at the K–6 levels.

**Representative written comments from the submissions are as follows:**

*Not much time allowed for investigation or in-depth study. Time not allowed for different learning styles.*

*I worry that there is too much content to cover in Grade 8. No room for flexibility for teacher in terms of extra projects.*

*Le programme est beaucoup trop lourd pour un (e) élève de niveau moyen. Pas question pour un (e) élève de niveau faible.*

**In this section, comments and suggestions and proposed actions to be taken are as follows:**

- **Quantity of Specific Outcomes**

Respondents indicated that there is too great a quantity of specific outcomes in the Consultation Draft. This factor, combined with the multiple perspectives approach, indicated the potential for high content expectations for students.

**Action:** When making revisions to the program of studies, review and reduce the quantity of specific outcomes at each grade level.

**Question C6**

The specific outcomes are developmentally appropriate.

Grade	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
K	10%	15%	15%	35%	25%
1	33%	28%	10%	28%	3%
2	40%	32%	16%	10%	2%
3	46%	25%	13%	14%	2%
4	35%	20%	16%	27%	2%
5	30%	28%	13%	25%	4%
6	27%	23%	14%	30%	7%
7	17%	28%	10%	28%	17%
8	23%	19%	15%	35%	8%
9	7%	21%	30%	25%	16%
<b>Mean</b>	<b>26.8%</b>	<b>23.9%</b>	<b>15.3</b>	<b>25.6%</b>	<b>8.5%</b>

A high percentage of the respondents (50.7%) disagreed (23.9%) or strongly disagreed (26.8%) that the outcomes were developmentally appropriate, with the exception of Kindergarten.

**Representative written comments from the submissions are as follows:**

*I feel the new curriculum is very complex for students. Many of the objectives are well beyond the grade level.*

*Grade 7's might have difficulty with the background information needed for the history section.*

*Need more basic information on government before rights can be discussed or appreciated.*

*Je ne pense pas que les élèves à la 1<sup>ère</sup> année sont capables de rechercher l'histoire de leur communauté sans bien connaître la communauté à cette époque. Les élèves sont trop centrés sur eux-mêmes.*

*Questionnement sur les habiletés des élèves de 6<sup>e</sup> année à avoir un comportement critique sur la véracité d'un article de journal – et sur la reconnaissance des préjugés.*

*Plusieurs des objectifs doivent être atteints seulement à des niveaux plus hauts alors il faudrait peut-être modifier nos attentes face à l'évaluation.*

*Je trouve que les critères de technologie sont un peu trop ambitieux pour les enfants de 2<sup>e</sup> année.*

*En ce qui concerne l'utilisation d'outils et de méthodes technologiques, je trouve que les résultats d'apprentissage spécifiques tels que le M.S.2, le M.S.4 et le M.S.6 ne correspondent pas au niveau de développement cognitif des apprenants de la maternelle.*

*Global themes should be reserved for higher grades or should be incorporated into primary grades possibly as a comparative study of self and others.*

**In this section, comments and suggestions and proposed actions to be taken are as follows:**

- **Developmental Appropriateness of Specific Outcomes**

Respondents indicated that they felt that some of the outcomes were above the cognitive level of the students at particular grade levels.

**Action:** When making revisions to the program of studies, ensure that the verbs and content in the outcomes are carefully reviewed by grade-level specialists.

### Question C7

The specific outcomes allow flexibility in meeting differentiated needs of students.

Grade	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
K	0%	10%	25%	40%	25%
1	17%	17%	27%	34%	5%
2	37%	16%	31%	14%	2%
3	30%	15%	31%	22%	2%
4	18%	7%	40%	29%	5%
5	12%	20%	39%	20%	8%
6	16%	17%	21%	40%	6%
7	18%	29%	11%	25%	18%
8	17%	13%	38%	17%	17%
9	8%	17%	23%	38%	13%
Mean	17.2%	16.1%	28.5%	28.0%	10.1%

This question produced the highest rate of neutral responses (28.5%). The data indicates a stronger disagreement at grades 2 and 3. This may be a result of larger numbers of combined classes at grades 2 and 3. This may also be a result of concerns regarding developmental appropriateness and quantity of selected outcomes.

#### **Representative written comments from the submissions are as follows:**

*The topics provide many opportunities for differentiated learning. However, the general/specific outcomes do seem too vague.*

*Due to integration of special needs students in mainstream classes, this curriculum would be very difficult to modify to their specific learning needs.*

*Excellent programme. Facile à enseigner aux francophones.*

*Accommodates diverse ways of teaching and learning.*

**In this section, comments and suggestions and proposed actions to be taken are as follows:**

- **Meeting the Differentiated Needs of Students**

Some respondents indicated that at selected grade levels they felt it difficult to meet the differentiated needs of students due to:

- a need to reduce an overemphasis on cultural learning outcomes in the program to allow for the expression of various perspectives by students
- a need for clearer linkages within and among grades to facilitate combined-grade learning and to provide more focus for the progression and process of skill development

- a need for age-appropriateness of ICT outcomes for social studies to create a foundation for student success
- a need to revise some specific outcomes to ensure developmental appropriateness for diverse learners at each grade level
- a need to reduce the quantity of specific outcomes to allow enough time to accommodate learner diversity in the classroom and to examine the depth of a topic and related multiple perspectives.

**Action:** When making revisions to the program of studies, provide attention to increasing the focus on the interdisciplinary strands of the social studies program, strengthening and clarifying linkages of general and specific outcomes within and among grades, assessing the placement of ICT outcomes, revising some specific outcomes for developmental appropriateness, and reducing the quantity of specific outcomes at each grade level.

### c. Section D of Response Form—General Comments

At the end of the response form, respondents were given an opportunity to provide additional comments. Over 600 comments were received. The majority of these comments and suggestions and their proposed actions have already been addressed in the preceding analysis of the respondent data from Section B of the Response Form—Front Matter Overview, and from Section C of the Response Form—Grade Specific Responses. Some areas of comments and suggestions from this section are beyond the scope of the program of studies and cannot be directly addressed through revisions to the program.

#### **Representative general comments from the submissions are as follows:**

*I am pleased to see that conflict resolution, cooperation and consensus building are to be taught. This section dovetails well with the 'safe and caring' program the ATA puts out.*

*Overall, I think the new social studies program is a refreshing change. Some concerns I have are: 1. Will there be adequate age-appropriate resources? Resources? Resources? 2. Are the grade levels appropriate?*

*I think that the Francophone, Métis and Aboriginal components are very important. There are also a number of other cultures that need to be recognized.*

*There will definitely be a need for intensive teacher inservicing once the new program is implemented.*

*French resources will be needed in the French Immersion program. I sure hope that we don't have to wait 1 or 2 years after implementation to access French resources.*

*Focuses too much on what divides us. Start from a 'human rights' perspective so that they can identify with their fellow humans first. Then they can identify with culture.*

*All the technology goals are quite extensive and are skills that may not even be introduced, developmentally, until the years end. What kind of resources will be available to present these concepts at an age-appropriate level?*

*Contains a very sophisticated level of knowledge. Expectations are not clearly stated . . . How far does one go with the expectations and to what level?*

*Je pense que ce programme d'étude est très général et très théorique et couvre beaucoup de matériel.*

*Il faut considérer que les enfants en immersion doivent apprendre non seulement les concepts mais le vocabulaire. Est-ce qu'il y aura des ressources à leur niveau, qui sont appropriés pour eux?*

*How will the approaches to learning (which I support) dovetail with departmental exams?*

**The areas of comments and suggestions listed below were predominant in the General Comments section:**

- developmental appropriateness and quantity of specific outcomes
- recognition of multiple perspectives.

These two areas have already been addressed in the specific action items listed with the respondent data in the preceding two subsections of this report.

**Comments and suggestions were also received regarding areas beyond the scope of the program of studies. These comments and suggestions will be reviewed and considered as part of the ongoing work towards the introduction of the new curriculum beginning in 2005. A summary of these items is listed below:**

- resources for implementation of the program of studies
- purchasing of new resources
- professional development of teachers
- alignment of new social studies program of studies with provincial achievement tests and diploma examinations
- information and communication technology program of studies as it relates to social studies.

## 2. Summary of Consultation Forums

### a. Overview

As noted in the description of the consultation process in Section B, consultations were held throughout Alberta. Over 500 individuals attended the consultation forums. In addition to these general consultations, consultations in response to stakeholder invitations and focused consultations were held. Consultation forums in Aboriginal and Francophone communities were also conducted. Specific details of general, response-to-invitation, focused, Aboriginal and Francophone consultations appear on pages 26 to 33.

Individuals met in groups and provided written and verbal responses to two key components of the Consultation Draft: 1) Front Matter, and 2) Specific grade level responses.

The written information was sorted and categorized. The consultation data from the consultation forums indicated the following:

#### **Support was expressed for the following components of the Consultation Draft:**

- outcomes and skills-based program of studies with a focus on issues
- section on the Vision and Definition
- core concepts outlined in the Citizenship and Identity section, with strong support for active citizenship
- use of strands of social studies
- story-telling approach to the teaching of Canadian history, especially at the K–6 levels
- emphasis on the skills of critical thinking and metacognition.

#### **Comments and suggestions were expressed in the following key areas of the Consultation Draft:**

- **Presentation of Aboriginal Perspectives, Francophone Perspectives and Multiple Perspectives**

Respondents supported the inclusion of Aboriginal perspectives, Francophone perspectives and multiple perspectives, but indicated that the wording and organizational structure used to incorporate these perspectives in the Vision section and the balance of the Front Matter, and in some of the general and specific outcomes lacked a sense of recognition for multiple perspectives.

In relationship to this concern, Francophone respondents from consultations enthusiastically supported the Vision and the section pertaining to the needs of students enrolled in Francophone schools. They also expressed strong support for the identification of learning reflecting Francophone realities for all students.

Aboriginal respondents from consultations strongly supported the inclusion of First Nations, Métis and Inuit peoples, their histories and their realities.

Overall, respondents agreed that some of the wording relating to perspectives in the Consultation Draft required revision to strengthen the use of respectful language and recognition for Aboriginal perspectives, Francophone perspectives and multiple perspectives.

- **Addition to Dimensions of Thinking—Historical Thinking**  
Respondents felt that the concept of historical thinking needed to be defined and included in the Front Matter.
- **Overemphasis on Culture**  
Respondents indicated that the wording in the Front Matter and in some of the general and specific outcomes did not seem to be reinforcing a multiple perspectives approach to social studies. They stated that the language being used sometimes demonstrated an overemphasis on cultural concepts to the detriment of other social studies disciplines, such as economics and politics.
- **Use of the Term Multiculturalism Versus Pluralism**  
Respondents requested clarification regarding the use of the terms multiculturalism and pluralism. It was perceived that pluralism was replacing the term multiculturalism, and respondents wanted clarity to ensure that the concept of multiculturalism was being included in the program of studies.
- **Language and Length of Program**  
Respondents indicated that the program of studies, especially the Front Matter, contained wordiness, run-on sentence structures and language that needed to be revised.
- **Vagueness of Learner Outcomes**  
Respondents indicated that specific outcomes needed to be worded in more concrete or focused language and needed to make use of verbs that better reflected the intent of the outcomes.
- **Need for More Global Focus**  
Respondents felt that general and specific outcomes needed to better reflect connections between the Canadian context and global realities.

Respondents from Francophone consultations strongly supported this need, and stated that it would be necessary to study a global Francophone community at both grades 3 and 6.

- **Need for Content Related to the United States**  
Respondents indicated the need to add more examination of the United States to the program of studies, especially at the Grade 9 level.

- **Need for More Economics**

Respondents felt that more analysis of economics needed to be included in the program of studies, especially of economic models at the Grade 9 level.

**Action:** Proposed actions to be taken regarding the comments and suggestions in the above Overview are described in the following three subsections of this report: b) General, Response-to-Invitation and Focused Consultations, c) Aboriginal Community Consultations, and d) Francophone Consultation Sessions.

**Comments and suggestions were also received regarding areas beyond the scope of the program of studies. These comments and suggestions will be reviewed and considered as part of the ongoing work towards the introduction of the new curriculum beginning in 2005. A summary of these items is listed below:**

- resources for implementation of the program of studies
- purchasing of new resources
- professional development of teachers
- alignment of new social studies program of studies with provincial achievement tests and diploma examinations
- information and communication technology program of studies as it relates to social studies.

#### **b. General, Response-to-Invitation and Focused Consultations**

The general, response-to-invitation and focused consultations were conducted as described in the Overview above and in Section B of this report.

These consultation forums supported the data listed in the Overview and in the Executive Summary. Specific comments regarding the grade levels and their general and specific outcomes were also provided.

#### **Representative grade-level comments are as follows:**

*Good contrast in areas studied (interesting, too!) (Grade 8)*

*Attempt to create and understand the Canadian identity. (Grade 7)*

*Explicitly note that specific outcomes are used as stepping stones to general outcomes.*

*We need the ability to add our own culturally relevant perspectives depending on the needs of our community.*

*Too much focus on Canada (lack of global awareness/perspective).*

*More development/attitude on current issues to be examined.*

*Many knowledge items out of elementary child's level of experience.*



To a large degree, these responses reflected comments and suggestions from the response forms. As stated in the subsection Response Form—Summary of Responses from Questionnaires in this report (beginning on page 11), appropriate actions will be taken when revising the program of studies to address the following grade-level recommendations:

- **Kindergarten–Grade 3**
  - Skills and specific outcomes need to be more concrete in K–3.
  - Developmentally appropriate approach to the teaching of history is needed at the Grade 1 level.
  - Specific outcomes relating to the study of the “fort” in Grade 2 need to be reworded to ensure compatibility with and usability for all regions of the province.
  - Places/communities need to be suggested for global study in Grade 3.
  - Opportunities for comparison of global communities to students’ lives in the Canadian context need to be clarified in the outcomes for Grade 3.
  
- **Grades 4–6**
  - The topic of Alberta is better suited to Grade 4 and the topic of Canada is more appropriate at Grade 5.
  - Examples of symbols or parts of symbols that represent Aboriginal, French and British influence as part of the foundations of Canada (such as political institutions, coats of arms, flowers, names of places) are needed in Grade 4.
  - Northern and global connections need to be added as aspects of Alberta’s realities in Grade 5.
  - Global citizenship outcomes in Grade 6 need to better reflect the realities and cognitive abilities of students at that grade level.
  - Local government component in Grade 6 requires enhancement.
  
- **Grades 7–9**
  - Grade 7 contains too many content-based outcomes.
  - An increase in Confederation stories and gender-related stories is needed in Grade 7.
  - Reviewing of specific outcomes in Grade 7 for factual accuracy is needed.
  - Grade 8 general outcomes relating to worldviews need to be linked to the Canadian context.
  - Grade 9 is problematic in content and structure, requiring rethinking and reorganizing.
  - Grade 9 requires elaboration of the influence of United States culture on Canada.
  - Grade 9 requires elaboration of the strand of Economics and Resources.

### c. Aboriginal Community Consultations

As noted in the description of the consultation process in Section B, members of Aboriginal communities and representatives from federal schools were invited to attend the consultation forums. Additional community consultations were held throughout Alberta to ensure that sufficient opportunities were provided to gather responses and feedback from Aboriginal educators, community members and organizations.

The consultations provided opportunities for group and individual responses to the Consultation Draft. Strong positive reactions captured both verbal and written responses of enthusiastic and empowered Aboriginal involvement in the design and development of a learning program that will address the needs of First Nations, Métis and Inuit culture and identity. Aboriginal comments contained excited and united positive responses to “the inclusion of First Nations, Métis and Inuit written throughout the document.”

**Comments that represent positive responses to the Consultation Draft are as follows:**

*I commend the push to make learning more relevant to all Alberta learners.*

*Approaches to learning provide opportunities for students to validate their identities.*

*Recognition of diversity within Aboriginal Canadians.*

*Recognition of Elder contribution and their role in Aboriginal education.*

*Promotes mutual respect and understanding.*

*Inclusion of issues-focused approach and integration of current events is very applicable to real life.*

*Respect (personal level) for all diverse heritages of Canadians.*

*Page 1 has the inclusion of the word spirituality; very important concept of Aboriginal worldview.*

*Specific outcomes related to values, attitudes, knowledge and understanding, and especially skills and processes are very well outlined and very necessary for the 21<sup>st</sup> century learner.*

*Current events inclusion is excellent—understanding our (all of our) place in the world.*

*Possibilities for metacognition extension are many—leads to a more retainable education.*

## **Support was expressed for the following aspects of the Consultation Draft:**

- Section on the Vision in the Front Matter.
- Section of the Definition in the Front Matter, especially with reference to the inclusion of culture, communities, history, the natural environment and spirituality.
- Focus on identity and active and responsible citizenship: Respondents felt that acknowledgement of the important role of identity fosters a sense of belonging through recognition and understanding of spirituality, heritage, history and diversity.
- Multiple perspectives approach and inclusion of Aboriginal perspectives: Respondents felt that a multiple perspectives instructional approach is appropriate and accommodates diverse methods of teaching and learning. They commented that considering multiple perspectives helps students develop informed opinions based on an accurate foundation of knowledge, and encourages recognition of diversity, mutual respect and understanding, pride and validation of identity. Respondents also indicated that incorporation of Aboriginal perspectives provides authenticity to an examination of Canadian history and demonstrates respect for Aboriginal culture, language and peoples.
- Learning outcomes: Respondents indicated that outcomes are more relevant because students are connecting their learning to their own communities and realities in Canada and to other communities and realities in Canada.
- Structure of the program: General and specific outcomes, strands and scope and sequence provide a framework for learning.
- Diversity: Respondents felt that the Consultation Draft demonstrated recognition of the diversity of Aboriginal peoples and of all Canadians.
- Issues-focused approach that includes the study of current and controversial affairs: Respondents indicated that this approach helps students to understand their place in the world, develop acknowledgement of past and current realities, address societal issues, such as Aboriginal rights, and engage in understanding and informed critical thinking.
- Metacognition and critical thinking.
- Aboriginal worldviews, oral traditions and contributions of Elders.
- Student-centred approach to learning.

## **Comments that represent suggestions for the Consultation Draft are as follows:**

*Global links have to be made throughout the age limits otherwise integration of it will be overwhelming in grades 10, 11 and 12.*

*We must implement historic perspectives of Aboriginal culture.*

*Native peoples have special rights—how will this be addressed?*

*I would like to point out it is important to ensure that we do not present a Eurocentric view, otherwise the multiple perspectives approach will have been a waste of time. I have read it through and do not sense this is happening, although the ways some of the statements are worded under the Aboriginal peoples section and the Francophone section have made me question this.*

## Comments and suggestions were expressed in the following key areas of the Consultation Draft:

- Ensure that all Aboriginal cultures and Aboriginal diversity are reflected in the program of studies.  
**Action:** When Aboriginal representatives review the changes to the program of studies, ensure that all Aboriginal cultures and Aboriginal diversity are reflected in the program of studies.
- Clarify wording to better represent all students in the section on the Vision.  
**Action:** Revise some word choices in the section of the Vision to support recognition of all students in the Canadian context.
- Include historical Aboriginal worldviews.  
**Action:** When Aboriginal representatives review the changes to the program of studies, ensure that historical Aboriginal worldviews are reflected in the program of studies.
- Clarify the use of the terms bilingual and multilingual in the Canadian context.  
**Action:** Incorporate the term multilingual into the program of studies.
- Clearly identify Aboriginal rights in learner outcomes.  
**Action:** When Aboriginal representatives review the changes to the program of studies, ensure that Aboriginal rights are identified in some of the specific outcomes.
- Include appropriate suggestions for activities to support outcomes, e.g., illustrative examples.  
**Action:** Take no action within the program of studies; ensure that the Guide to Implementation includes appropriate illustrative examples.
- Provide clearer global links among grades.  
**Action:** Review content and connections of general outcomes among grades and add a benchmark component in the Front Matter to clarify links among Core Concepts, Global Connections strand and Skills and Processes.
- Revise some of the wording related to Aboriginal perspectives in the Front Matter to reflect comprehensive, accurate and respectful language.  
**Action:** When Aboriginal representatives review the changes to the program of studies, ensure the wording related to Aboriginal perspectives reflects comprehensive, accurate and respectful language.

#### **d. Francophone Consultation Sessions**

Francophone respondents were given the same opportunities to provide feedback about the Consultation Draft as those provided to their English-speaking counterparts.

Participants at Francophone consultation sessions assessed the Front Matter and general and specific outcomes in the program of studies. They also examined the extent to which the Promoting Understanding of Culturally Diverse Francophones in Canada section reflected contemporary Franco-Albertan realities and how the program allowed learners to develop their Francophone identity.

**Comments that represent positive responses to the Consultation Draft are as follows:**

*De savoir que ce document en anglais renferme aussi le préambule au sujet de la francophonie canadienne, c'est très positif.*

*Excellente définition.*

*Meilleur programme que l'ancien.*

*L'histoire canadienne française et la francophonie, c'est important!*

*Identité et citoyenneté clairement expliqués.*

*L'accent mis sur la construction des savoirs et la pensée cognitive aide à faire la corrélation avec le programme d'études de français. Je vois l'importance d'une complicité entre ces deux programmes.*

*Insister sur le thème de l'identité est très bien car, chaque élève est différent, vient peut-être d'un endroit différent. Il est bien de donner des droits d'appartenance à une collectivité malgré son individualité.*

**Support was expressed for the following aspects of the Consultation Draft:**

- section on the Vision
- core concepts outlined in the Citizenship and Identity section
- issues-focused approach through multiple perspectives
- emphasis on the skills of critical thinking and metacognition
- inclusion of current and controversial affairs
- examination of the depth of a topic instead of an analysis of its breadth
- identification and examination of Francophone realities, presence and history in the Front Matter and in the specific outcomes for all learners
- focus on an exploration of identity and its important role in helping Francophone students develop self-esteem, pride in their identity, and willingness to contribute to the vitality of their Francophone communities
- identification of the needs of students enrolled in Francophone programs.

## Comments that represent suggestions for the Consultation Draft are as follows:

*Attitude des anglophones vers l'inclusion de la francophonie dans le programme. Voir objectifs trop tempérés.*

*La troisième année est l'endroit idéal pour parler de la Francophonie et du Commonwealth, de même qu'en 9<sup>e</sup>. Facteurs pro-bilinguisme. Non seulement par respect de la réalité canadienne mais également avantage dans les relations internationales. Valeurs, appréciation fierté et appartenance à deux grandes communautés linguistiques internationales. Valeurs qui devraient se refléter tout au long du programme.*

*Renforcement explicite de l'identité francophone chez les ados pour éviter une situation de « policier » à l'école secondaire.*

*On dirait que le programme essaie d'éviter d'identifier les francophones comme peuple fondateur.*

## Comments and suggestions were expressed in the following key areas of the Consultation Draft:

### • Language and Francophone Perspective

The section Promoting Understanding of Culturally Diverse Francophones in Canada and the specific outcomes should undergo minor revisions to better reflect the contemporary realities of the Franco-Albertan community. Particular attention should be paid to:

- editing of vocabulary identified as having condescending connotations
- use of more active verbs in the stems of bulleted items in the Front Matter and in the specific outcomes that refer to learning regarding Canada's Francophone realities
- clarity in the Front Matter identifying Francophones as one of Canada's founding nations
- editing wording in the Front Matter to promote understanding and respect for the bilingual nature of Canada.

**Action:** Remove language identified as condescending, include more active verbs, and more clearly word historical realities involving Francophone-Canadians and the bilingual status of Canada.

### • Case Studies and Global Realities

Many respondents stated that the Consultation Draft didn't allow for an understanding of global Francophone realities to be sufficiently explored or developed. Their suggestions included the study of countries, such as Switzerland, Morocco, Algeria, Tunisia, Vietnam or Belgium in grades 3 or 6, as well as a strong exploration of Renaissance France in Grade 8.

**Action:** Include study of global Francophone communities in the program of studies.

- **Identity**

Respondents communicated that the Identity component needed to be enhanced.

- The program should present more specific outcomes that directly refer to the development of students' identities.
- The Front Matter descriptor should clearly address the question of the acquisition of a Francophone identity in a minority context.
- The content of the Core Concept of Identity section in the Front Matter and in the specific outcomes must be strengthened to provide Francophone students with more opportunities to develop pride in their identity. Junior high school teachers also pointed out that students at this level must be provided with opportunities to explore factors that will help them sustain their Francophone identity despite pressures to conform in numerous ways.
- The Identity component should be enhanced at grades 7, 8 and 9 to acknowledge the challenges faced by students at these levels in affirming their Francophone identities.

**Action:** Revise the content relating to Identity in the Front Matter and in specific outcomes to reflect a balance with the core concept of Citizenship and its related specific outcomes, to address the needs of students in a minority context, and to provide opportunities for students to develop pride in their identities and deal with societal pressures, especially at the junior high school level.

- **Specific Outcomes**

The document must include more specific outcomes that pertain to Franco-Albertan history, identity and experience.

**Action:** Ensure that the wording of some of the specific outcomes reflects the Franco-Albertan perspective.

### 3. Summary of Written Submissions from Interested Stakeholders

Alberta Learning received written submissions from over 15 education stakeholders and two branches of Alberta Learning. These included the Alberta Teachers' Association Social Studies Curriculum Circle K–9; the Alberta School Boards Association; the Alberta Home and School Councils' Association; Calgary School District No. 19; Edmonton School District No. 7; Alberta Justice; Canadian Parks and Wilderness Service; Aboriginal Family and School Frontline Project; The Provincial Museum of Alberta; W. P. Puppet Theatre Society; the Alberta Ukrainian Self-reliance League; The Consulate-General of Japan; Learning Technologies Branch; Stakeholder Technology Branch; and interested individuals.

There is commonality of voice among written submissions from interested stakeholders, data collected during consultation forums, and information provided through the response forms. The written submissions from interested stakeholders reinforced the comments expressed by the individual participants and were carefully reviewed.

**Comments that represent positive responses to the Consultation Draft are as follows:**

*The subsection Issues-focused Approach does an effective job developing the concept of an issues-focused approach to social studies.*

*Teachers endorsed the vision of social studies and feel ‘It will ultimately contribute to a Canadian spirit—a spirit that will be fundamental in creating a sense of belonging for every student as he or she engages in active and responsible citizenship locally, nationally and globally.’*

*The integrity of the social studies program and its important role in the development of citizenship has been strongly supported by . . . educators, students and parents.*

*Majority quite liked the format.*

*Liked the idea of linking the stories of Alberta to Language Arts.*

*It is a very difficult task to seek input from diverse groups, all of whom have significant ideas impacting the role of social studies in education. However, there is strength in the consensus that social studies is about responsible ‘Citizenship’ locally, nationally and globally. Through this metacognitive process, Alberta students will be given the skills to make ethical decisions through the appropriate use of knowledge.*

**Overall, support was expressed for the following aspects of the Consultation Draft:**

- format of the program of studies
- section on the Vision
- multiple perspectives approach
- emphasis on the skills of critical thinking and metacognition
- core concepts outlined in the Citizenship and Identity section
- story-telling approach to the teaching of history
- outcomes-based and issues-focused program
- interdisciplinary approach to content and the focus on the six strands to frame the learning outcomes in the social studies program.

**Comments that represent suggestions for the Consultation Draft are as follows:**

*The important goal of developing critical thinking and active citizens continues to be vague and ambiguous. The vision is still too narrow and fails to reflect Canada’s diverse multicultural perspectives. The definition must be revised to clarify the central role of social studies. Last, the document must make clear its ‘approaches to learning.’*



*The social studies program should not be framed as a cultural literacy program. This underscores the need to develop a multidisciplinary approach to social studies.*

*However, the authors of the document should provide a more detailed explanation of what constitutes an ‘issue’ in social studies. Issues ought to be engaging questions of policy and/or social concern that reflect the deep underlying concerns of people and their communities. The challenge remains to minimize the amount of content in the program to provide teachers the time to develop an issues-focused approach with students in the classroom.*

*Our recommendation is to have a section of the document describe the importance of cultural diversity to Canada and pluralism in Canada.*

*We recommend that the program of studies state explicitly that we as social studies teachers want to develop citizens within the context of a democratic, pluralistic, multicultural and inclusive society. The document would emphasize that through critical inquiry, students will:*

- develop knowledge and understanding of what it means to be a ‘good’ citizen*
- examine the diverse views of citizenship as well as the inherent challenges these differing views present*
- have opportunities to ‘practise’ citizenship*
- explore practical and ethical issues that face humankind as citizens.*

*The topics dealt with through K–9 are not explained or clarified through a scope and sequence.*

*Outcomes are sometimes inappropriate for the grade level, with much superfluous content that does not allow time to build a solid base of core understandings, which is needed to foster analytical or critical thinking.*

*As written, ‘students examine the impact of physical geography on . . . society,’—but humans can also impact their environments.*

*Cutting edge re: Aboriginal and Francophone; utilize oral tradition for storytelling and other cultural traditions; use the community.*

*Archaeology is more than the study of buildings, objects, containers, etc. Archaeologists study structural remains, artifacts (such as portable objects constructed by a human in the past), animal remains, seeds, soil and environments to reconstruct the way humans lived in the past.*

*In relation to topic 9.4, especially 9.4.7, the drafters have missed a glorious opportunity to include one of the most pressing issues of our time. That is: how does a ‘free and democratic society’ come to terms with errors of the past, and how does it approach redressing the unnecessary humiliation visited on its citizens?*

## Comments and suggestions were expressed in the following key areas of the Consultation Draft:

- **Multiculturalism and Pluralism**

Examine the use of the term 'pluralism' and address the need for inclusion of the term 'multiculturalism' in the program.

- **Presentation of Aboriginal Perspectives, Francophone Perspectives and Multiple Perspectives**

Written submissions supported the inclusion of Aboriginal perspectives, Francophone perspectives and multiple perspectives, but indicated that the wording and organizational structure used to incorporate these perspectives in the Vision section and the balance of the Front Matter, and in some of the general and specific outcomes lacked a sense of recognition for multiple perspectives.

- **Definition**

Increase clarity and scope of the Definition so that it can provide depth and direction for the role of social studies.

- **Culture**

Written submissions indicated that the wording in the Front Matter and in some of the general and specific outcomes was not fully reinforcing a multiple perspectives approach to social studies. They stated that the language being used demonstrated an overemphasis on cultural concepts to the detriment of other social studies disciplines, such as economics and politics.

- **Language**

Wording and sentence structure in the Front Matter and in the skills and learner outcomes need to be revised to make use of clearer, plain language.

- **Approaches to Learning**

Remove vague wording in the Approaches to Learning section. Clarify what the approach to learning is and how it incorporates issues-focused and multiple perspectives approaches.

- **Issues-focused Approach**

Provide a description of what an issue is in social studies and clarify the role of an issues-focused approach and of current and controversial affairs in the program. As well, include examples of issues for each grade.

- **Citizenship and Critical Thinking**

In the Front Matter, skills and specific outcomes, clarify the importance and role of active and responsible citizenship and critical thinking and make these concepts measurable and attainable in skills and specific outcomes. As well, strengthen the connection between the development of citizenship and critical thinking in the context of a democratic and pluralistic society.

- **Grades and Specific Outcomes**
  - Reduce the quantity of specific outcomes in the program.
  - Revise specific outcomes to ensure developmental appropriateness at each grade level.
  - Revise vague wording, especially verb choices, in some specific outcomes to increase clarity and concrete meaning for students.
  - Provide illustrative examples with some specific outcomes.
  - Strengthen the wording and scope of specific outcomes relating to agriculture, archaeology and the environment in the strand The Land: Places and People.
  - Strengthen the wording and scope of specific outcomes relating to world history, issues, realities and connections to Canada in the strand Global Connections.
  - Strengthen the wording and scope of specific outcomes relating to local government (especially in Grade 6), the provincial and federal justice systems (especially in grades 5, 6 and 9), and politics in the strand Power, Authority and Decision Making, and strengthen connections between this strand and Social Participation and Active Citizenship.
  - Strengthen the wording and scope of specific outcomes relating to Canadian history, internment operations, communities and identity.
  - Select specific communities for grades 3 and 6.
  - Clarify how students can apply their skills in developmentally appropriate ways to examine world communities in Grade 3.
  - Review choice of Alberta for Grade 5 and Canada for Grade 4.
  - Create stronger linkages of general outcomes among grades, especially between grades 1–2, 3–4 and 4–5 to facilitate the teaching of combined grades.
  - Consider replacing the study of Medieval Japan in Grade 8 with the study of the Edo and/or Meiji periods to increase relevance for students.
  
- **Scope and Sequence**  
Clarify the development of skills, the acquisition of essential learnings, and the continuity of topics among the grades by revising the Scope and Sequence chart in the Front Matter.
  
- **Other Programs of Study**  
Remove overlap of specific outcomes with the Health and Life Skills and English Language Arts programs of study.

**Action:** Proposed actions to address the preceding suggestions from written submissions have been incorporated into the specific action items listed with the respondent data in Section C.1 and with the consultation summaries in Section C.2 of this report.

**Comments and suggestions that were beyond the scope of the Consultation Draft were also received. These comments and suggestions will be reviewed and considered as part of the ongoing work towards the introduction of the new curriculum beginning in 2005. A summary of these items is listed below:**

- information and communication technology outcomes as they relate to social studies
- resources for implementation of the program of studies
- professional development for teachers.

## **APPENDICES**

Appendix 1: Response Form—English Version

Appendix 2: Response Form—French Version



## Draft Program of Studies Response Form

***Why is the Social Studies Program of Studies being revised?***

The current program of studies was developed in the early 1980s. The last revisions to the current program of studies for K-9 were in 1990 and minor revisions were made to grades 10-12 in 2000. Education stakeholders have requested a review of the program of studies for social studies, and your response is a component of this review.

***What is the purpose of this response form?***

By responding to statements in the response form, you will be involved in a process of finalizing a new program of studies for Social Studies K-9. All responses are confidential and will be incorporated into recommendations for revisions to the program.

Thank you for your participation in curriculum development!

### A. RESPONDENT INFORMATION

1. This response form is being completed by:
  - a) an individual
  - b) a group of educators: number of participants in the group \_\_\_\_\_
  - c) an educational partner organization
  
2. Please indicate your **primary** responsibility:
  - a) classroom teacher grade K-3
  - b) classroom teacher grade 4-6
  - c) classroom teacher grade 7-9
  - d) classroom teacher grade 10-12
  - e) curriculum consultant
  - f) parent
  - g) parent organization
  - h) professional organization
  - i) Francophone community representative
  - j) Aboriginal representative
  - k) student teacher
  - l) university/college faculty
  - m) school board member
  - n) school administrator
  - o) other: \_\_\_\_\_
  
3. Please indicate the type of setting in which you are affiliated the **majority** of the time:
  - a) English
  - b) French Immersion
  - c) Francophone
  - d) Aboriginal
  - e) Other: \_\_\_\_\_

## B. FRONT MATTER OVERVIEW

The intent of this section is to provide the reader with an understanding of the philosophy and structure of the program of studies. Please circle your response.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Overall do these sections as a group serve their intended purpose?	1	2	3	4	5
2. In each section, please indicate whether there is a clear explanation to provide you with an understanding of the philosophy and structure of the program.					
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. Vision	1	2	3	4	5
b. Definition	1	2	3	4	5
c. Approaches to Learning	1	2	3	4	5
d. Multiple Perspectives Approach	1	2	3	4	5
e. Recognizing Canada's Peoples	1	2	3	4	5
f. Issues-Focused Approach	1	2	3	4	5
g. Organization of the Program of Studies					
g.1 Core Concepts of Citizenship and Identity	1	2	3	4	5
g.2 Strands of Social Studies	1	2	3	4	5
g.3 General and Specific Learning Outcomes	1	2	3	4	5

Comments or suggestions concerning these sections: (please clearly identify the section in your response)

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### C. GRADE SPECIFIC RESPONSES

Please answer the following question for **ONE GRADE LEVEL ONLY**. If you would like to answer for more than one grade, please complete separate questionnaire. Please **circle** your response.

1. Please indicate the grade level for which you are responding.

**K    1    2    3\*    4    5    6\*    7    8    9**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
2. The general learning outcomes and specific learning outcomes reflect and make meaning of the core concepts of Citizenship and Identity.	1	2	3	4	5
3. The general learning outcomes for each grade are clear and explain what students are expected to know and be able to do at the end of the grade.	1	2	3	4	5
4. The specific learning outcomes are clear and explain what students are expected to know and be able to do upon completion of the outcome.	1	2	3	4	5
5. The quantity of work implied by the specific learning outcomes are appropriate for the grade and the learner.	1	2	3	4	5
6. The specific learning outcomes are developmentally appropriate.	1	2	3	4	5
7. The specific learning outcomes allow flexibility in meeting differentiated needs of students.	1	2	3	4	5

\*Note to Respondents for Grade 3 and Grade 6: Regions of the world have been selected for study. Following consultations, specific communities will be identified. Please indicate specific communities that you feel students would benefit from studying at those grade levels.

Comments or suggestions concerning the grade.

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## Questionnaire sur l'Ébauche à des fins de consultation du programme d'études

### *Pourquoi le programme d'études pour les études sociales est-il révisé?*

Le programme d'études actuel a été élaboré dans les années 80. Les dernières révisions effectuées au programme d'études M-9 actuel remontent à 1990 et des révisions mineures ont été apportées de la 10<sup>e</sup> à la 12<sup>e</sup> année en 2000. Les parties prenantes en éducation ont demandé une révision du programme d'études pour les études sociales et votre réponse constitue une composante de ce processus de révision.

### *Quel est le but de ce questionnaire?*

En répondant aux questions figurant dans ce questionnaire, vous participerez au processus d'élaboration d'un nouveau programme d'études pour les études sociales M-9. Les réponses demeureront confidentielles et seront prises en considération lors des révisions apportées au programme.

Nous vous remercions de votre participation au processus d'élaboration du programme d'études!

## A. INFORMATION SUR LE/LA PARTICIPANT.E

1. Ce questionnaire est complété par :
  - a) un individu
  - b) un groupe d'éducateurs : nombre de personnes \_\_\_\_\_
  - c) un intervenant du partenariat école-communauté
  
2. Veuillez indiquer votre **première** responsabilité :
  - a) enseignant.e M-3<sup>e</sup> année .....
  - b) enseignant.e 4<sup>e</sup>-6<sup>e</sup> année .....
  - c) enseignant.e 7<sup>e</sup>-9<sup>e</sup> année .....
  - d) enseignant.e 10<sup>e</sup>-12<sup>e</sup> année .....
  - e) conseiller.ère pédagogique .....
  - f) parent .....
  - g) comité de parents .....
  - h) organisme professionnel .....
  - i) représentant.e de la communauté francophone.....
  - j) représentant.e autochtone .....
  - k) enseignant.e stagiaire .....
  - l) représentant.e d'université/collège .....
  - m) conseiller.ère d'un conseil scolaire.....
  - n) administrateur.trice d'école .....
  - o) autre : \_\_\_\_\_
  
3. Veuillez indiquer le type de contexte dans lequel vous évoluez la **plupart du temps** :
  - a) anglais .....
  - b) français langue seconde – Immersion.....
  - c) francophone .....
  - d) autochtone.....
  - e) autre : \_\_\_\_\_

## B. APERÇU DE LA PARTIE D'INTRODUCTION

Cette partie a pour but de familiariser les lecteurs avec la philosophie et la structure du programme d'études. Veuillez indiquer votre réponse.

	Tout à fait d'accord	D'accord	Aucune opinion	Pas d'accord	En complet désaccord
1. Dans l'ensemble, cette section atteint son but.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Pour chacune de ces parties, veuillez indiquer si l'explication est assez claire pour vous aider à comprendre la philosophie et la structure du programme.					
a) Vision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Définition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Démarches d'apprentissage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Démarche faisant appel à des perspectives diverses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Reconnaissance des peuples du Canada	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Démarche centrée sur les problématiques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Organisation du programme d'études					
• Concepts clés de la citoyenneté et de l'identité	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Domaines des études sociales	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Résultats d'apprentissage généraux et spécifiques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Commentaires ou suggestions concernant ces parties (veuillez indiquer clairement sur quelle partie portent vos commentaires) :

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## C. RÉPONSES PROPRES À CHAQUE ANNÉE

Veillez répondre aux questions suivantes pour UNE SEULE année. Si vous désirez répondre pour plus d'une année, veuillez compléter un questionnaire distinct.

1. Veuillez encercler l'année correspondant à votre réponse.

M	1	2	3*	4	5	6*	7	8	9					
										Tout à fait d'accord	D'accord	Aucune opinion	Pas d'accord	En complet désaccord
2.	<i>Les résultats d'apprentissage généraux et spécifiques reflètent les concepts de base de citoyenneté et d'identité et les rendent plus concrets.</i>									<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	<i>Les résultats d'apprentissage généraux pour chaque année sont clairs et expliquent ce que les élèves sont censés connaître et être capables de faire à la fin de l'année.</i>									<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	Les résultats d'apprentissage spécifiques sont clairs et expliquent ce que les élèves sont censés connaître et être capables de faire après y avoir été exposés.									<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	La quantité de travail qu'impliquent les résultats d'apprentissage spécifiques correspond aux habiletés de l'apprenant de ce niveau.									<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	Les résultats d'apprentissage spécifiques correspondent au développement cognitif de l'apprenant.									<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	Les résultats d'apprentissage spécifiques ont assez de souplesse pour permettre de répondre aux besoins d'élèves évoluant dans différents contextes d'apprentissage.									<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* Note aux répondants pour la 3<sup>e</sup> et la 6<sup>e</sup> année : des régions du monde ont été identifiées. À la suite des consultations, nous choisirons des communautés spécifiques. Veuillez indiquer des communautés dont l'étude serait, selon vous, bénéfique aux élèves de ces années.

Commentaires ou suggestions concernant l'année.

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